Code # _____
(for office use only)

NEW JERSEY

1999-2000
Guidelines and
Application

BEST

PRACTICES *ORIGINAL*

Category Integrating Technology into Instruction	category. See page 3 for details.)
Practice Name Honors Computer Application Mentoring Program	
Number of Schools with Practice ___2___	(If more than one school or district, read and complete information on page 2.)

County Hudson

District (Proper Name) Union City   School District

District Address

street/p. o. box
    3912 Bergen Turnpike   zip code
city Union City, NJ 07087

District Telephone (201) 348-5851 Fax (201) 864-2262 Email

Chief School Administrator Thomas Highton, Superintendent of Schools

Nominated School #1
(Proper Name) Emerson High School   Union Hill High Sch.

School Address 318 - 18 Street   3808 Hudson Avenue

street/p. o. box
    Union City, NJ 07087
city   zip code

School Telephone (201) 348-2718   Fax (201) 864-2262 Email

School Principal Robert Fazio, Principal   Robert Wendelken, Prin.

Program Developer(s) Fred Carrigg, Ela Meseguer, Janet Thomas, Deborah Addas

Chief School Administrator's or Charter School Lead Person's Signature

NEW JERSEY STATE DEPARTMENT OF EDUCATION

Handwritten: *224*

Application Requirements:

♦ **RESPONSES to the information and the statements below must be ANONYMOUS.** No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.

♦ **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable) and 4 and THE NUMBER OF LINES SPECIFIED FOR RESPONSES to the statements.** Do not include any additional materials, as they will not be reviewed in the selection process.

♦ Application must be **keyboarded on 8 ½" x 11" white paper, portrait** format. **Ten-point or larger computer font or twelve-pitch or larger typewriter font** must be used. (This sentence is in ten-point.)

♦ **KEYBOARDED RESPONSES** to the statements below must be **no more than a total of three pages.** Keyboard the statement followed by the response. Format your response to the number of lines specified.

♦ **The information on page 4 and the keyboarded responses** to statements must be printed or copied **on one side of the page. The information on pages 1 and 2 (if applicable)** must be printed or copied **on one side of the page.** Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.

♦ **The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.**

♦ **The original and seven copies of the application** must be submitted to the county superintendent of schools by **November 22, 1999,** with the **Itemized List of District Applications** form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

♦ **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:

Type of School
____ Elementary School
____ Middle School
____ Junior High School
_X_ High School
____ Other: _____

Grade Levels
_____
_____
_____
__12__
_____

Practice Name _Honors Computer Application Mentoring Program_

Number of Schools with Practice ___2___
Number of Districts with Practice ___1___

Check the ONE CATEGORY into which the practice best fits.

____ Arts (Visual and Performing Arts)	_✗_ Educational Technology	____ Safe Learning Environment
____ Assessment/Evaluation	____ Health and Physical Education	____ School-to-Careers/Workplace Readiness
____ Bilingual Education and Diversity	____ Language Arts Literacy	____ Science
____ Citizenship/Character Education	____ Mathematics	____ Social Studies
____ Early Childhood Education Programs	____ Professional Development	____ Special Education
____ Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)	____ Public Engagement (family involvement and partnerships with business, community and/or higher education)	____ World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. **(Maximum of 50 lines for response)**

2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). **(Maximum of 50 lines for response)**

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. **(Maximum of 60 lines for response)**

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at http://www.state.nj.us/education.

1. **DESCRIBE THE PRACTICE PROPOSED FOR RECOGNITION, AND LIST ITS OBJECTIVES. DETAIL HOW THE PRACTICE IS INNOVATIVE, HOW IT PROMOTES HIGH STUDENT ACHIEVEMENT AND HOW IT CAN BE REPLICATED.**

The Youth Career Development Initiative in this school district is an umbrella initiative designed for the inclusion of all students in our high schools. There are, in fact, 28 programs now in place which cover academic/college bound internships, business and industry apprenticeships as well as non- traditional student programs. Credit is awarded based on achievement and hours completed.

Since the range of our YCDI programs is extensive, my intention is to highlight one practice—<u>Honors Computer Applications Mentoring Program</u>. Honors CAMP is a web design workstudy program offered through the Business/ Vocational/Technical Departments in our high schools. It consists of 10 students who work and are instructed through a collaborative effort. For each student the team includes a content mentor and a technical webmaster. Due to our block scheduling, the students alternately have instruction on an "A" day and work under the direction of their mentor on a "B" day. The students work 7 to 10 hours a week at minimum wage and are paid through the Board of Education.

Mentor assignments include research, design and creation of new websites, such as, YCDI and Wiggle Works, a K-3 reading program. In addition, students update and edit high school and Board of Education websites. Upon mastering the skills of web design, the student will then be assigned to work with Board approved businesses within the community. The research expected of the student is extensive. For example, in researching YCDI, the assigned students must fully understand the whole process—they must interview the 28 mentors/coordinators, write descriptions of the programs, and take digital photos while visiting the programs in progress. The webmaster then draws upon the students' creativity by applying critical thinking and decision making skills--the links must be created through a thoroughly organized thought process. The webmaster also guides the students through the technicalities of web design. Since the HTML language is taught in a prerequisite course, the students' now work on perfecting their skills and further develop the use of basic text and Netscape editors. Their development and thought process becomes more sophisticated—clearly necessary for a full cycle assignment. The cycle is completed when our students invite or are invited to other agencies to make oral presentations of their creations.

The objectives of the program are as follows:
1. Develop webpage design skills.
2. Provide students with a highly marketable skill.
3. Keep students on the "cutting edge" of technology.
4. Provide students with the opportunity to acquire work experience in an "in house" environment.
5. Guide students into an adult world through interviewing and presentation skills.
6. Build confidence and self esteem in the student.
7. Extend basic skills of English, math, decision making, information management and critical thinking.
8. Assist in career planning.
9. Develop time management skills through a series of self imposed deadlines.
10. Develop habits of safety when handling technological equipment.

The practice is innovative because it runs full cycle. It includes research, design, creation, high-end technology, writing skills, verbal skills, math skills, self-management, work experience, safety habits and career awareness. It has all the components of a truly meaningful learning experience.

High student achievement is reflected in the presentation of the final product. There is a noticeable increase in the level of student maturity and self esteem.

The practice can be replicated by instituting an Honors CAMP program into school curriculum. The infusion of such a program may need to be set in place through incremental steps, depending upon the circumstances within the school district.

2. **DESCRIBE THE EDUCATIONAL NEEDS OF THE STUDENTS THAT THE PRACTICE ADDRESSES AND HOW THEY WERE INDENTIFIED. LIST THE *CORE CURRICULUM CONTENT AND WORKPLACE READINESS STANDARDS* ADDRESSED BY THE PRACTICE AND DESCRIBE HOW THE PRACTICE ADDRESSES THE STANDARDS.**

The educational needs of the students are met in the following ways:

1.	Technology	Students are receiving a high-end technological education which can be readily transferred to the current job market.
2.	Presentation	Students become proficient in speaking skills by means of orally presenting their work to visitors and presenting at conferences.
3.	Responsibility	Students are now expected to perform on an adult level.
4.	Career guidance	The program gives the student an in-depth view into a career as a web designer as well as other fields of interest he/she will encounter in researching the project.
5.	Creativity	The student has autonomy under the guidance of the webmaster. This allows for creativity while developing writing skills and artistic expression.
6.	Earn Income	Students have a sense of earning through learning—and the potential of a lucrative career—especially important for our students of low income families.
7.	Safety	Students are made aware of safety procedures on a continuous basis.

The practice addresses the following Cross Content Workplace Readiness Standards:

ALL STUDENTS WILL DEVELOP CAREER PLANNING AND WORKPLACE READINESS SKILLS.
   This program can clearly delineate a career path in a very current and competitive field.
ALL STUDENTS WILL USE INFORMATION, TECHNOLOGY, AND OTHER TOOLS.
   In order to procure the final webpage, the student utilizes the internet for research, email for correspondence, digital camera for picture insertions, and the HTML language for technical design.
ALL STUDENTS WILL USE CRITICAL THINKING, DECISION-MAKING, AND PROBLEM-SOLVING SKILLS.
   To have a truly meaningful learning experience, the student must take the assigned webpage design full cycle; therefore, the student must develop a high level thought process, work independently and labor through the difficulties that may arise.
ALL STUDENTS WILL DEMONSTRATE SELF-MANAGEMENT SKILLS.
   Students are required to set their own time frames to complete components of the project. This promotes strong organizational skills.
ALL STUDENTS WILL APPLY SAFETY PRINCIPLES.
   The collaboration team makes certain that safety is practiced on a daily basis. This includes a range of proper use of equipment to safely traveling to and from assigned locations which are outside of the high school building.

The practice addresses the following Core Curriculum Content Standards:

ALL STUDENTS WILL SPEAK FOR A VARIETY OF REAL PURPOSES AND AUDIENCES.
   The program culminates with each student presenting his/her project to selected audiences through an oral presentation.
ALL STUDENTS WILL LISTEN ACTIVELY IN A VARIETY OF SITUATIONS TO INFORMATION FROM A VARIETY OF SOURCES.
   This is an integral part of conducting research for the project.
ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.
   The essence of web design consists of strong organizational and writing skills. The students are assigned several webpage designs throughout the year; therefore, the material and audiences will be diverse.
ALL STUDENTS WILL VIEW, UNDERSTAND, AND USE NONTEXTUAL VISUAL INFORMATION.
   Through the use of digital camera and downloading images from the internet, students can convey an idea through visual impression.

ALL STUDENTS WILL DEVELOP DESIGN SKILLS FOR PLANNING THE FORM AND FUNCTION OF SPACE, STRUCTURES, OBJECTS, SOUND, AND EVENTS.
   The design of the web page clearly addresses these skills.
ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF THE PROCESS OF CRITIQUE.
   The students acquire a very "critical eye" as they are the primary audience of each others' projects.

3. DOCUMENT THE ASSESSMENT MEASURES USED TO DETERMINE THE EXTENT TO WHICH THE OBJECTIVES OF THE PRACTICE HAVE BEEN MET.

The assessment measures used to determine the extent to which the objectives of the practice have been met are as follows:

1. Collaboration of the webmaster and the mentor is essential in determining the overall success of the Honors CAMP student.
2. Each student is required to make a daily journal entry of work completed either in class or with their mentor for each day.
3. Each student is required to write a formal weekly report in narrative format. This is a complete description of how his/her weekly plan is executed and achieved.
4. Oral presentations are done in the classroom before the student presents to an outside audience. Students are rated by webmaster as well as each Honors CAMP student by means of a "presentation rating sheet." The rating sheet covers such areas as: content, artistic design, technical expertise, demeanor, speaking skills, eye contact, voice intonation, overall presentation, etc.
5. Technical knowledge is tested periodically to determine degree of competency.
6. Each mentor completes a rubric on his assigned student on a quarterly basis. The areas assessed are: attendance/punctuality, cooperating/following directions, communicating effectively, and solving problems.
7. E-mail is consistently used for communication. This clearly keeps the webmaster apprised of the level of each student's commitment and progress.
8. All research and material acquired must have documentation.